

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) ☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal Mr. Robert Havey
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name A.W. Beattie Career Center
(As it should appear in the official records)

School
Mailing Address 9600 Babcock Boulevard
(If address is P.O. Box, also include street address.)

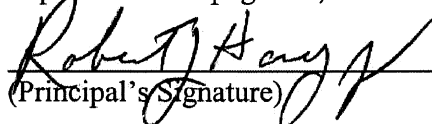
Allison Park PA 15101
City State Zip

County Allegheny State School Code Number* 103020407

Telephone (412) 847 - 1900 Fax (412) 366 - 9600

Web site/URL www.beattietech.com E-mail robert.havey@beattietech.com

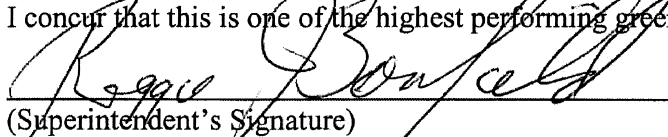
I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

 Date 03/19/2012
(Principal's Signature)

Name of Superintendent* Dr. Reggie Bonfield
Superintendent of Record (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Northgate School District Tel. (412) 732 - 3300

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

 Date 03/19/2012
(Superintendent's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement* toward the three Green School Pillars and Elements.
4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating

Agency **Pennsylvania Department of Education**

Name of Nominating

Authority **Ronald J. Tomalis, Secretary of Education**

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Ronald J. Tomalis Date 3/21/12
(Ronald J. Tomalis)

Pennsylvania Public School Nominee:
A.W. Beattie Career Center

In 2005, A.W. Beattie Career Center, a public school serving students in nine suburban districts north of Pittsburgh, Pennsylvania, was one of the first schools to undergo the new Pennsylvania Department of Education review of Career and Technology Centers. Based on recommendations to align the building and programs with the demands for 21st century careers in high priority industries, we began planning for an extensive building renovation and addition project.

We could have stopped at a traditional expansion and renovation, but our vision for the school was nothing short of transformative. The school, along with community partners, developed a master plan that would not only provide the space, resources and technology to teach our students, but would infuse their education with an understanding and appreciation of best practices in green schools and careers. Thus, we embarked on a journey to transform our career center into a healthy and sustainable place in which to learn and work.

The hard work of the project team paid off in 2011 when A.W. Beattie Career Center achieved Gold LEED Certification, the first career center in Pennsylvania to earn this recognition. In fact, A.W. Beattie Career Center has succeeded in *reducing* the school's carbon footprint and energy costs, even as we have *increased* the school's square footage, resources and technology to meet and even exceed industry standards for each career program.

A.W. Beattie Career Center's newly renovated facility is a living green and high technology center for students, staff and the community. Throughout the building, signage explains the energy reductions, water savings, waste management and other sustainable features and programs that reduce our impact on the environment. To date, we have demonstrated a 7.6% reduction in non-transportation energy usage, an 11.1% reduction in the school's total water consumption and a 21% reduction of solid waste. These savings have come from a combination of facility improvements including increased insulation, a white reflective membrane roof, new insulated windows, higher efficiency HVAC equipment, virtual servers, low flow bathroom fixtures, and single stream recycling.

The career center's property consists of 43 acres with 87% of the site protected as open space. During our renovation, we protected the habitat by attaching building additions to the original facility, leaving wooded areas intact and restoring vegetation near a stream on campus. In addition, we built a storm water control system that moves the runoff water from the large, flat roof to an underground detention pond located underneath the parking

lot. Native plants in our rain garden also help to contain and manage the additional storm water.

Students enjoy the campus during outdoor activities in physical education classes as well as in career program-related activities. The science students grow herbs and vegetable seedlings in the greenhouse, supplying these plants to faculty members and the school's culinary program. Inside the building, occupancy-based light sensors, user-controlled environments and outside air sensors, as well as low VOC flooring, paints, adhesives and sealants were used and have been linked to improved student learning and long-term health benefits for all.

A.W. Beattie's green technology team strives to increase knowledge about enhanced career opportunities for students and to integrate the sustainable building features into the curriculum. Construction Technologies teachers attended professional development on site with a local solar panel manufacturer for training on the installation and maintenance of solar systems. The curriculum and equipment for solar technologies have been incorporated into these programs and students use the school's hillside photovoltaic array to learn about grid-tied solar power. Last year our team of student ambassadors developed a green tour to showcase the new and exciting features of our school. This tour has become part of the green curriculum for all students and has been expanded into a multimedia QR bar coded presentation available to school and community members. During the Green Ribbon Schools application process, students were an integral part of the completion by providing feedback regarding the effectiveness of our agenda and planning projects for next year's green team.

Through our participation in local, regional and statewide initiatives, A.W. Beattie Career Center has been a key partner in the development of the awareness and definition of green jobs. We continue to update and review curriculum to ensure that our students receive training in the areas where they can most benefit from enhanced opportunities in the green economy. It is our mission to provide instruction in safety, career exploration, portfolio creation, job readiness and green technology. The global commitment to the environment requires citizens to be eco-friendly in their careers. We prepare our students to share their knowledge in the workplace in order to educate the community on this critical need for sustainability.

It is our belief that as we continue this journey, A.W. Beattie's graduates will be leaders in sustainability for our region's work force and community.

Green Ribbon Schools Application

Response ID: 358 Data

1. Page One

Thank you for your interest in the Green Ribbon Schools program.

All public and private schools in Pennsylvania, including charter schools, career and technical centers, and schools operated by intermediate units, are eligible to be considered for nomination.

This application has been developed for individual schools to complete. More than one school per school district is permitted to apply. In order to complete this application, you will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. This online tool allows you to save your work and return to the application as necessary.

Introduction: The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible. For more information on Green Ribbon Schools, please visit www2.ed.gov/programs/green-ribbon-schools.

As part of this effort to promote a comprehensive approach to creating green and sustainable schools, the Pennsylvania Department of Education launched the Pathways to Green Schools initiative last year with a statewide virtual conference and a program website. The Pathways website includes information from various state agencies about the resources, grants and programs available to assist schools to become more cost-efficient and environmentally friendly places of learning. It also includes a number of "best practice case studies" from schools across the Commonwealth. For more information about the Pennsylvania Pathways to Green Schools initiative, visit www.pathwaystogreenschools.org.

Application: Being nominated as a Green Ribbon School is a two-step process. Using this application tool, public, charter and private schools in Pennsylvania will make their application for nomination to the Pennsylvania Department of Education (PDE). Applications will be reviewed and scored, using the guidelines detailed in the next section.

As the chief state school officer, Secretary Tomalis is permitted to nominate up to four schools to the U.S. Department of Education. If more than one public school is nominated, one must have a 40 percent disadvantaged population (as defined in the next section of this application). If four schools are nominated, one must be a private school. All schools must meet high college- and career-ready standards, be in compliance with federal civil rights laws, and all federal, state and local health and safety standards and

regulations.

Green Ribbon Schools Criteria: Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-Green Ribbon Schools Pillars:

Pillar I goal: The school has reduced its environmental impact, and is working towards net-zero impact.

Pillar II goal: The school has a positive impact on the health and performance of students and staff

Pillar III goal: The school's graduates are environmentally and sustainability literate

Four items are important to keep in mind as you consider applying to become a nominee:

1. These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars.
2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.
3. It is important to demonstrate concrete achievement, using quantified measures, whenever possible.
4. If your school is being actively considered, additional documents supporting your answers may be requested.

As you'll see in the application form below, the Pennsylvania Department of Education (PDE) has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

Once you begin your application, you may save it and return to it at any time.

Application Deadline: You must submit your application no later than 6PM on Thursday, February 23, 2012.

While not required, we ask that you notify PDE of your intent to submit an application, once that decision has been made. You can email us at ra-greenschools@pa.gov

2. Page 2 of 16

By checking the boxes below, the school principal (or equivalent) certifies that each of the statements concerning the school's eligibility and compliance with the following requirements is true and correct.

The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.) Note: All public and private schools in Pennsylvania are

eligible, including charter schools, career and technical centers (CTC) and schools operated by intermediate units (IU). The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: 1) environmental and sustainability education; 2) healthy school environments; and 3) environmental impact and energy efficiency. The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards. The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations. The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations. The school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards. The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations. Neither the applicant nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review. OCR has not issued a violation letter of findings to the public school district concluding that applicant or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective plan to remedy the violation. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings. The school and the district meet applicable federal, state, and local health, environmental and safety requirements in law, regulations, and policy.

3. Page 3 of 16

School Contact Information

School Name

A.W. Beattie Career Center

School District (if applicable)

N/A

Street Address

9600 Babcock Boulevard

City

Allison Park

State

PA

Zip

15101

School Website

<http://www.beattietech.com/>

Principal First Name

Robert

Principal Last Name

Havey

Principal Email Address

robert.havey@beattitech.com

Principal Phone Number

412-847-1900

Lead Applicant First Name (if different from principal)

Eric

Lead Applicant Last Name (if different from principal)

Heasley

Lead Applicant Email

eric.heasley@beattitech.com

Lead Applicant Phone Number

412-847-1900

Level

High (9 or 10 - 12)

School Type

Public

How would you describe your school?

Suburban

AUN Number

103020407

Building Number

N/A

Does your school have at least 40 percent of your students from a disadvantaged background? (students who are eligible for free and reduced-price school meals, students with disabilities, who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act)

No

4. Page 4 Of 16**Application Outline:****Green Ribbon Pillars and Elements****Points**

Cross-Cutting Questions: Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts

5 points

PILLAR ONE: Reduced environmental impact: 30%

Element 1A: Working towards zero greenhouse gas (GHG) emissions

15 points

Buildings

Energy

Element 1B: Use of alternative transportation to, during, and from school 5 points

Element 1C: Improved water quality, efficiency, and conservation 5 points

Water

Grounds

Element 1D: Reduced waste production 5 points

Waste

Hazardous waste

PILLAR TWO: Positive impact on student and staff health: 30%

Element 2A: An integrated school environmental health program 15 points

Integrated Pest Management

Contaminant controls and Ventilation

Asthma control

Indoor air quality

Moisture control

Chemical management

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time 15 points

Fitness and outdoor time

Food and Nutrition

Ultra Violet (UV) safety

PILLAR THREE: The school's graduates are environmentally and sustainability literate: 35%

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems 20 points

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 points

Element 3C: Development and application of civic engagement knowledge and skills 10 points

TOTAL 100 points

5. Page 5 of 16

QCC1: Is your school participating in a nationally recognized green school program which asks you to benchmark progress in some fashion (for example, USGBC LEED for Schools, Green Globes, Project Learning Tree's Green Schools, or National Wildlife Federation Eco-Schools USA)?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

USGBC LEED for Schools - Gold

QCC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

Please list the awards you have received and the years you received them.

6. Page 6 of 16

Pillar 1: Environmental Impact and Energy Efficiency

Buildings, grounds and operations goal: The school has reduced its environmental impact and is working towards net-zero impact (zero carbon, solid waste, and hazardous waste footprints).

Pillar 1 includes four main elements:

A) Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.

B) Improved water quality, efficiency, and conservation.

C) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

D) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.

7. Page 7 of 16

Q1A1: In what year was your school constructed?

1965

Q1A2: What is the total building area of your school?

124,000 square feet

Q1A3: Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

Please provide the following information:

Percentage of the building area that meets green build standards (for example, LEED, CHPS, Green Globes or other standards)

: 100%

Which certification did you receive and at what level? : LEED Gold

What is the total constructed area? : 15,000 square feet

What is the total renovated area? : 109,000 square feet

Q1A4: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?

Yes

Please provide the following information:

What is the total building area (in sq. ft.)? : 124,000

Which certificate did the school receive and at what level? : LEED Gold

What percentage of the existing building area has achieved green build standards (LEED, CHPS, Green Globes, or other standards)? : 100%

Q 1A5: Please indicate which green building practices your school is using to ensure your building is energy efficient.

Other (please describe): LEED certification report to exceed ASHRAE 90.1-2004 Standard

Q 1A6: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

No

If your school received the certification, please note the year it was achieved and the score received:

Q 1A7: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

Please provide the following information:

Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : kBtu/square foot

Time period measured (mm/yyyy - mm/yyyy) : 01/2009-12/2011

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : district report

Percentage reduction : 7.6%

Q 1A8: What percentage of your school's energy is obtained from:

On-site renewable energy generation (i.e. solar, wind, biomass) : less than 1% - grid-tied solar

Purchased renewable energy : N/A

Q 1A9: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

Yes

Please provide the following information:

Percentage reduction : 10%

Time period measured (mm/yyyy - mm/yyyy) : 01/2009-12/2011

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator, EPA Portfolio Manager)? : Clean Air Cool Planet's Campus Carbon Calculator

Initial GHG emissions rate (MT eCO₂/person) : 3.0

Final GHG emissions rate (MT eCO₂/person) : 2.7

Q 1A10: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

Yes

Please provide the following information:

List offsets used : forest preservation, solar

Time period measured (mm/yyyy - mm/yyyy) : 01/2009 - 12/2011

Current total GHG emissions (MtCO₂e) : 1922.3

Baseline total GHG emissions (MtCO₂e) : 2067.2

Change from baseline : -144.9 MtCO₂e, -7%

8. Page 8 of 16

Q 1B1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

92%

Q 1B2: How was this data collected and calculated? (Maximum 100 words)

We arrived at the calculation by determining the number of student driving permits and subtracting it from the total student population. Because we offer half day career-related programs, most of the students ride school buses from their sending districts. To calculate carpool numbers, the school's student liaison and administrators conducted a visual assessment and walk through of the student parking lot as students arrived and left. Approximately one half of student drivers carpool to the career center on any given day. We are no longer able to issue student rider passes due to Pennsylvania teen driver regulations.

Q 1B3: Which of the following policies or programs has your school implemented:

Our school has designated carpool parking stalls.
Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
Our school promotes bike/ped programs.

Q 1B4: Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

The redesign of the school's parking lot includes a dedicated drop off lane for student and faculty carpools as well as bus drop off / pick up. This lane accounts for over 80% of transportation usage at the facility. In addition, the parking lot has preferred parking spaces for low-emitting and fuel-efficient vehicles. Carpooling is encouraged with the incentive of better parking spaces. The eco-friendly showers are provided for faculty who choose to bike to work or exercise.

Q 1C1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

Please provide the following information:

Percentage reduction domestic : 11.1%
Percentage reduction irrigation : N/A - only rainwater used
Time period measured (mm/yyyy - mm/yyyy) : 01/2009-12/2011
How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : district reports

Q 1C2: Which of the following practices does your school employ to increase water efficiency and ensure water quality? (Please check all that apply)

Our school's landscaping is water-efficient and/or regionally appropriate.
Our school uses nonpotable water sources (i.e. rainwater) for irrigation or toilet flushing.
Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
Our school has implemented stormwater best management practices and/or low-impact development strategies (i.e. rain gardens, vegetated swales, pervious paving, rainwater harvesting, green roofs).
Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 100%
What types of plants are used and where are they located? : native trees, shrubs, and plants located throughout the site

Please describe the alternate water sources used for irrigation or toilet flushing. (Maximum 100 words)

The career center property consists of 43 acres with over 85% of the site protected as vegetated open space. During the renovation, we protected and restored habitat by leaving existing wooded areas intact and restoring vegetation near the stream with native plantings. Therefore, the beautiful grounds of our school's campus require no irrigation from the facility other than the annual rain and snowfall that we receive.

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

Please describe your best management practices for stormwater. (Maximum 200 words)

We have an environmentally-friendly stormwater control system that moves the runoff water from the large flat roof of the building into an underground detention pond. The water detention system was installed under the parking lot of the facility during the school's renovation. The system consists of three, 6-foot diameter pipes that are 168 feet long and back-filled with gravel. During a storm, the water is moved from the slightly angled roof through pipes to the underground pond area. The water then slowly trickles back into the ground, resulting in improved erosion control and flood control downstream in the Pine Creek watershed. The new building additions required additional stormwater containment, so we chose to create a rain garden

to handle the additional load. The water from the Auto Body garage roof is piped underground to a large rain garden at a nearby area of the campus. Native plants and shrubs were added to the rain garden to create both a demonstration rain garden and stormwater control system.

Q 1C3: Our school's drinking water comes from:

Municipal water source

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

Q 1C4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

Our building is now at an 11% water usage reduction. One of the ways we reached this ongoing goal was to install ultra low flow fixtures and automatic sinks and toilets throughout the facility as part of the renovation. In the lobby of our building, there is a filtered water station available where faculty and students are encouraged to fill their reusable bottles. The site master plan for the renovation established open space requirements and provided new native and drought-resistant planting near the stream. This will ensure that only rainwater is necessary for irrigation. Academic and career classes are held next to the rain garden that is filled with native Pennsylvania plants. The rainwater from the roof of our Auto Body shop is piped into our rain garden, an area filled with stone, gravel, and soil that allows water to percolate through the ground to reach the plants. The Environmental Science classes study water pollution related problems relative to our area. Students conducted an extensive five-year watershed study on a local creek on the school property. Data was provided to the Pennsylvania Department of Environmental Protection for inclusion in state watershed data.

Q 1C5: What percentage of the school grounds are devoted to ecologically or socially beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, pervious walking or running trails, etc.)?

87.7%

9. Page 9 of 16

Q 1D1: What percentage of solid waste is diverted from landfilling or incinerating due to reuse, recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : $16 \times 8 \times 0.85 = 108.8$ cu yd

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : $8 \times 4 \times 0.90 = 28.8$ cu yd

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : N/A

Recycling Rate = $((B + C) \div (A + B + C)) \times 100$: $28.8 / 137.6 \times 100 = 21\%$

Q 1D2: Does your school have a composting system?

No

Q 1D3: Please provide the following information about your school's hazardous waste:

How much hazardous waste does your school produce (lbs/person/year)? : 3.0 lb/person/year

How is the amount generated calculated? : waste report

List the types of hazardous waste generated : oils, coolant, brake fluid, batteries

How is hazardous waste monitored? : contractor, instructors

Q 1D4: Which of the following benchmarks has your school implemented to minimize and safely manage hazardous waste? (Please check all that apply)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

List the green cleaning standard(s) used?

Q1D5: Does your school use "third party certified" green cleaning products?

Yes

Please provide the following information about the green cleaning products used in your school:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : estimated at 10%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Green Seal

Q1D6: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

The students and the staff have successfully implemented a single stream-recycling program in the past two years and have reduced solid waste by 21% to date. One of the goals during renovation was to keep the building intact; this was achieved by reusing 95% of the existing building structure. To minimize the waste from the renovation project, over 95% of construction waste was recycled and diverted from the landfill. Even the asphalt from the old parking lot was milled and reused to pave the new one. The control and elimination of hazardous waste has become a priority in our building. The students and staff have been trained in MSDS usage, and a system has been implemented to ensure training and control of reduction of hazardous waste. MSDS binders can be found in every shop and classroom for immediate access, and the school has contracted with an outside handler for hazardous waste. In the past two years, major changes have occurred in our automotive shops. Auto Tech recycles engine oil through an outside company and reuses anti-freeze through a filtration system within the shop. Auto Body recycles solvent from a paint gun cleaning system.

Q1D7: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

The renovated school was designed to increase ongoing energy savings. This was accomplished through the use of a reflective white membrane roof, increased roof insulation, new energy efficient windows, high-efficiency multi-zone HVAC units, outside air delivery monitors, and occupancy light sensors. The buildings zones were commissioned and balanced and are controlled to ensure that the components are working to complement each other and improve system efficiency. The parking lot and exterior lighting have been installed in accordance with IESNA to decrease outdoor light pollution. Inside, we replaced old fluorescent light fixtures with compact fluorescent and LED lighting allowing for better light dispersion and increased efficiency. The launch of virtual servers has decreased electrical usage for these computers that run round the clock. On site working demonstration units for solar photovoltaic and solar thermal technologies are available for all career programs. A local solar provider installed a nine-panel photovoltaic array that is a 1.8-kilowatt grid-tied system. As part of the renovation, the school has an established master plan that protects campus open space as a sustainable site.

10. Page 10 of 16

Pillar 2: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance of students and staff.

Pillar 2 includes two main Elements:

A) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.

B) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure your school's progress toward Pillar 2.

11. Page 11 of 16

Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides. Pest control policies, methods of application, and posting requirements are provided to parents and school employees. Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label. Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation?
(Please check all that apply)

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.
Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.
There are no wood structures on school grounds that contain chromate copper arsenate.
Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).
Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.
Our school prohibits smoking on campus and in public school buses.
If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): yes, yes

12. Page 12 of 16

Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health?
(Please check all that apply)

Our students spent an average of 120 minutes per week over the past year in school supervised physical education.
At least 50% of our students' annual physical education takes place outdoors.

Please list your school's USDA Healthier School Challenge award level or describe other nutrition program. (Maximum 100 words)

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

For students who participate in our accredited physical education program, we take advantage of open spaces available at the site. There is a basketball court, as well as grassy areas for Frisbee and other games. The students can walk or run around the large parking lots and lower grounds of the campus. The career programs also make use of outdoor areas when appropriate. Building Construction students spend about half of their time building a model home outside on the school property. HVAC students work on the model home and study the hillside solar array. Emergency Response Technology students spend many days outdoors working on fire safety and paramedic skills, including the use of a climbing platform, work on a fire truck, handheld GPS tracking and outdoor rescue practice. Early Childhood Education students spend time daily with the day care children and employees at an outdoor play area. Students in these programs, as well as those in Medical Careers and Cosmetology, learn about UV hazards and skin protection as part of the curricula. All students participate in an annual school celebration, the Harvest of Smiles, and are eligible to attend the school fishing trip.

Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

1-5%

Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

The building renovation at Beattie has provided a healthy and safe learning environment throughout the classrooms, work areas and offices. For example, in Auto Body, a state of the art paint booth was installed which handles both water-based and solvent-based paints, saves energy through heated air recirculation and cross filters air for improved health and reduced emissions. The Botany students plant herbs and vegetables as part of their studies. A greenhouse in the school's courtyard allows the students to grow plants year round and share the seedlings with the staff and restaurant. The Beattie Restaurant serves homemade food, including a variety of soups and salads, three days a week and is a popular stop for the staff, visitors and the community's senior citizens. The Wellness Committee sponsors an annual walking program in which the staff members wear pedometers and count steps toward a total goal and/or individual incentives. Last year, the combined faculty mileage allowed the group to "walk" across the United States to the west coast and "return" to Pennsylvania.

13. Page 13 of 16

Pillar 3: Environmental and Sustainability Education

Student achievement goal: The school's graduates are environmentally and sustainability literate.

Pillar 3 includes three main Elements:

- 1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.**
- 2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.**
- 3) Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.**

Each question in this section is designed to measure your school's progress toward Pillar 3.

14. Page 14 of 16

Q3A1: Is your school district's curriculum aligned to the Pennsylvania Environmental and Ecology standards?

Yes

Q3A2: Which practices does your school employ to help ensure the environmental and sustainability literacy of your graduates? (Please check all that apply)

Environmental and sustainability concepts are integrated throughout the curriculum.

Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.

Professional development opportunities in environmental and sustainability education are provided for all teachers.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Please describe your classroom based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

As a CTC, Beattie offers competency based Programs of Study for 16 different career fields. A set of school wide shared competencies is incorporated into all Career and Technical Programs to provide instruction in school safety, career exploration, portfolio creation, job readiness and green technology skills. Integrated into these units, the required curriculum for the LEED "School as a Teaching Tool" includes 10 hours for each student per year utilizing the sustainability concepts present in the building and applications to future job skills. Each of the shared green technology competencies is assessed with classroom based techniques, including quizzes and tests, scoring rubrics for projects and hands on evaluations. Students must score 85%

or higher to be proficient on a competency; 100% of students who complete the introductory level of our programs will be proficient on these school wide sustainability competencies. In addition to the general requirements, each program has specific areas in which students learn the latest technology and information related to sustainability. The career specific competencies are found at introductory, intermediate and advanced levels of the programs. Assessments are competency based and include written and/or performance evaluations.

Please describe professional development opportunities available in environment and ecology standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

In conjunction with the renovation, Beattie's faculty and staff started a green technology team to increase knowledge about enhanced career opportunities for students and to learn ways to integrate the sustainable building features into the curriculum. Approximately 25% of teachers have attended ongoing professional development sessions with professionals such as the school's LEED accredited project manager and engineers working in renewable energy. In addition, all teachers worked with their advisory boards and the project team to renovate or build classroom spaces that include state of the art technology, resulting in improved health and safety for students and reduced environmental impacts. Program-related teachers attended professional development on site with a local solar panel manufacturer to receive training on the installation and maintenance of solar photovoltaic and solar thermal systems. The curriculum and equipment for these solar technologies have been incorporated into our HVAC and Building Construction Technology Programs High Priority Occupations. All teachers and staff are invited to participate in the wellness program, receiving on campus health scans, flu shots, yoga and exercise classes, and email updates about health in the workplace. Participation varies by specific event, but is generally quite high in the 50-80% range.

Q 3A3: If your school serves grades 9-12, please provide the following information:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career : N/A - not offered at CTC

Percentage of these students who scored a 3 or higher on the AP Environmental Science exam : N/A - not offered at CTC

Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

Yes

Please describe. (Maximum 200 words)

Environmental Science classes explore local environmental issues by examining the problems that cause them. Students are then asked to figure out solutions to address the problems. Examples such as strip mining, polluted waterways, and acid mine drainage are used. Students also have the ability to look at data and current projects to determine their effectiveness to remediate the problems. Lastly, students view watershed data and develop hypotheses regarding what caused variations in baseline data and how those problems are being resolved. In the career classes, sustainability and the environment are integral to the science presented in several of our courses. These include chemical usage and disposal in Cosmetology, environmental impacts and regulations in the Automotive and Auto Body fields, nutrition and food safety in Culinary Arts, printing techniques in Advertising Design, and others. Science concepts are embedded in theory and practical lessons and require students to apply what they have learned to their career skills.

Q 3B2: Since green/sustainable concepts cross curriculum areas, where within the following standards content are they being taught, at what grade levels and what main resources are being used?

	What Standard Areas	Main Content Addressed	Grade Levels	Main Resources
1	Science and Technology	Energy Transfers	11-12	Solar Technology Curriculum
2	Career Education and Work	Career Research and Portfolio Preparation	10-12	PA Green Jobs Report
3	Health, Safety and Physical Education	Health and the Environment	10-12	Program Safety Modules
4	English Language Arts	Speaking and Listening	10-12	Green Tour

5	Mathematics	Mathematical Modeling	10-12	Program Competencies
6	Environment and Ecology	Renewable and Non-renewable Resources	10-12	Waste Management
7				
8				

Q 3B3: Does your school have a STEM curriculum and/or coordinator?

Yes

Please explain. (Maximum 200 words)

The Curriculum Coordinator works with the program teachers to integrate the STEM standards into all 16 career and technical programs. The teachers identified the academic standards for each competency the students complete providing awareness to the students of the STEM they are utilizing as they perform each task. Beattie has an integration teacher, certified in mathematics and science, who works with each career program instructor to assist in lesson planning and teaching of the math, science, and engineering content embedded in the CTE program. First year students participate in Keys2Work testing and career exploration that helps the students identify the math and technology that is necessary for their chosen fields. Utilizing the data from these assessments, teachers and support staff work with individual students to develop the skill level in mathematics and science that is required for students to be successful in their careers.

Q 3B4: Has the school's use of green building materials, alternative or renewable energy sources or green technologies, been incorporated into the curriculum and/or utilized by teachers and students in the classroom?

Yes

Please explain. (Maximum 200 words)

Our newly renovated gold LEED certified facility is a living green and high technology "classroom" for students at the school. Throughout the building, signage explains the energy reductions, water savings, transportation improvements and other aspects of the building renovation that reduce our impact on the environment. The new QR-coded green tour will provide a multimedia approach to sustainability and green technology initiatives at the school. Teachers in the larger program areas have specific pieces of equipment or systems that demonstrate the latest technologies for user safety and environmental friendliness. For example, the air compressor used for the automotive programs utilizes a double screw technology that requires less energy to meet the needs of the air-driven tools. The teachers and students in the building programs use the grid-tied solar array as well as solar installation training units to apply the science and technology of this resource to the installation of solar photovoltaic and solar thermal units in residential settings. Occupancy light sensors, user-controlled environments and outside air sensors, as well as low VOC paints, adhesives and sealants provide pleasant experiences and have been linked to improved student learning and long-term health benefits for all.

Q 3B5: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields?

Yes

Please describe these college and career connections. (Maximum 200 words)

The curriculum for each career program contains industry standards including those related to sustainability. The instructors identify these standards, and they are specified on every competency the student completes. In addition, Beattie has specific sustainability competencies that are utilized for all career programs. Beattie has a green team made up of students and staff members that develop activities to educate and encourage the students and staff to further our green agenda. Beattie's career programs all have articulation agreements with post-secondary institutions. Beattie also hosts a career fair for local employers and a college fair during our open house. These events enable Beattie students to meet and discuss employment in green jobs as well as opportunities at post secondary schools to continue their education. Every career program has an advisory board comprised of employers, post secondary representatives, students, and parents that provide guidance on the curriculum, facilities, and equipment that is needed for our graduates to succeed in their industry. These advisory boards meet twice a year, enabling Beattie to remain current in up to date with the latest needs in the area of green jobs and skills.

Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

If not in all grades, please specify which grades.

Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

If not in all grades, please specify which grades.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)

The students at Beattie participate in integrated outdoor learning and community events as part of the CTE curriculum and student organizations. For example, the Agile Robotics students participated in the Allegheny County Green and Innovation Festival at a nearby county park. The students and faculty shared Beattie's green technology with solar activities and demonstrated their robot which kicks soccer balls. Beattie's chapter of the career and technical student organization, SkillsUSA, participates annually in the Pittsburgh Walk Now for Autism Speaks event. The Emergency Response Technology students attend the Allegheny County Fire Training Academy annually to improve fire-fighting skills. The Carpentry program designed a pavilion to be constructed at a local elementary school. Annual open houses provide another opportunity to share our school's green and outdoor resources with the community in northern Allegheny County. The school has hosted car shows during spring open house evenings. We welcome community members to visit the solar panel installation and model home to learn about sustainability and green career opportunities. In the Carpentry shop, teachers, students and community members have assembled bird and bat houses that were installed on campus and donated to the Pennsylvania game commission.

Q 3C3: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

Among our nine sending districts we have students from diverse socioeconomic groups. These students take what they have learned at Beattie and share this with their sending districts and the local community. Last year, our team of student ambassadors created a Green Tour to showcase the new and exciting features in and around our building. The student-developed tour has been presented to many members of the community, including, but not limited to the administration, counselors and board members of the sending school districts, prospective students, local businesses and other community members. The student ambassadors are currently developing a new facet of the tour utilizing audio clips and photos for a QR code tour that is set to launch at our Spring Open House March 2012. We have partnered with Pittsburgh Green Innovators, a local non-profit, which focuses on advancing education in career related fields by developing better curriculum for career centers. We also work with Waste Management Inc. to handle our waste removal, recycling projects, and school-wide education. Parents who drop their young children off at the daycare center or restaurant patrons have the opportunity to see our Carpentry students building an energy efficient model home. The last home was sold to the Greater Pittsburgh Council of the Boy Scouts of America at material cost and moved to a camp in Ligonier, PA to be used for scout training. The Beattie Restaurant and Salon is open to the public and many of our community members take advantage of the convenient location and low cost options. Herbs grown in our on-site Environmental Science greenhouse are sold at cost to community members in addition to being used in our restaurant.

Q 3C4: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

Beattie has implemented a LEED competency based sustainability curriculum for all students. The global commitment to the environment requires citizens to be eco-friendly in their careers. Beattie prepares our students to share their knowledge in the workplace helping to educate the community on this critical need for sustainability. Beattie has been a key partner in the development of awareness and definition of Green Jobs through our participation in the Pennsylvania Department of Labor and Industry's listening sessions for the Greening of Pennsylvania's Labor Market, partnership with the Three Rivers Workforce Investment Board's identification of High Priority Occupations and Green Jobs within the region, and our participation in the Allegheny County Innovation Festival. Through these partnerships we continue to update and review our curriculum to ensure our students receive training in these areas. This focus enables our graduates to be leaders in the community and have the skills necessary to support our region's green economy.

15. New Page

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.

16. Page 16 Of 16

Thank you for submitting an application to The Pennsylvania Department of Education for the Green Ribbon Schools program.

An email with a copy of your application has been sent to your school's principal.

Your application will be reviewed along with all completed applications following the application deadline of February 23, 2012 at 6PM.

If you have any questions, please contact The Pennsylvania Department of Education at ra-greenschools@pa.gov.

Email Confirmation

17. Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.

SCHOOL NAME: *A.W. Beattie Career Center*

Cross-Cutting questions: Participation in Green School Programs and/or
Awards for Environmental and Sustainability Efforts

5 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
CC1	Is your school participating in a nationally recognized green school program which asks you to benchmark progress in some fashion?	Yes = 1 pt.	<i>/</i>
CC1	Which program(s) are you participating in and what level(s) have you achieved?	Green Globes/LEED = 1 pt. 3 or more programs = 1 pt.	<i>/</i>
CC2	Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?	Yes = 1	<i>/</i>
CC2	Please list the awards you have received and the years you received them.	<i>up to</i> Listed/Detail = 1 pt.	<i>.5</i>

TOTAL POINTS

Possible = 5 points

3.5

SCHOOL NAME:

ELEMENT 1A: Working towards zero greenhouse gas (GHG) emissions

15 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
1A3	Percentage of the building area that meets green build standards (for example: LEED, CHPS, Green Globes or other standards)	1 pt.	/
1A3	Which certification did you receive and at what level?	LEED, Silver or better or GG2 = 1 pt.	/
1A4	What percentage of the existing building area has achieved green build standards?	1 pt.	/
1A4	Which certificate did the school receive and at what level?	GG2 or better LEED, Silver or better = 1 pt.	/
1A5	√ School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.	1 pt.	0
1A5	√ School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.	1 pt.	0
1A5	√ School has an energy and water efficient product purchasing and procurement policy in place.	1 pt.	0
1A5	√ Other (please describe)	1 pt.	/
1A6	Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?	Yes = 1 pt.	0
1A7	Please provide the Percentage reduction	1 pt.	/
1A8	What percentage of your school's energy is obtained from: On-site renewable energy generation (i.e. solar, wind, biomass)	0-20% = 1 pt. 20% > = 2 pts.	/
1A8	What percentage of your school's energy is obtained from: Purchased renewable energy?	1 pt.	0
1A9	Please provide the Percentage reduction	1 pt.	/
1A10	Please provide the Change from baseline.	1 pt.	/

TOTAL POINTS

Possible = 15 points

9

ELEMENT 1B: Use of alternative transportation to, during, and from school**5 points**

NUMBER	QUESTION	SCORING	ACTUAL POINTS
1B3	✓ Our school has designated carpool parking stalls.	.5 pt.	.5
1B3	✓ Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).	.5 pt.	.5
1B3	✓ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.	.5 pt.	.5
1B3	✓ Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.	.5 pt.	0
1B3	✓ Our school promotes bike/ped programs.	.5 pt.	0
1B3	✓ Our school participates in a "Safe Routes to School" program.	.5 pt.	0
1B4	Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions).	Up to 2 pts.	.5

TOTAL POINTS**Possible = 5 points**

2

ELEMENT 1C: Improved water quality, efficiency, and conservation**5 points**

NUMBER	QUESTION	SCORING	ACTUAL POINTS
1C1	Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?	Yes = 1 pt.	1
1C2	✓ Our school's landscaping is water-efficient and/or regionally appropriate.	1 pt.	1
1C2	✓ Our school uses nonpotable water sources (i.e. rainwater) for irrigation or toilet flushing.	1 pt.	1
1C2	✓ Our school has implemented storm water best management practices and/or low-impact development strategies (i.e. rain gardens, vegetated swales, pervious paving, rainwater harvesting, green roofs).	1 pt.	1
1C4	Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation.	Up to 1 pt.	1

TOTAL POINTS**Possible = 5 points**

5

ELEMENT 1D: Reduced waste production**5 points**

NUMBER	QUESTION	SCORING	ACTUAL POINTS
1D1	Recycling Rate = $(B+C) / (A+B+C) \times 100$	=> 50 = 1 pt.	.5
1D4	✓ Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.	.5 pt.	.5
1D4	✓ Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.	.5 pt.	.5
1D4	✓ All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.	.5 pt.	0
1D4	✓ Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.	.5 pt.	0
1D6	What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste?	Up to 1 pt.	1
1D7	Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency.	Up to 1 pt.	1

TOTAL POINTS**Possible = 5 points**

3.5

SCHOOL NAME:

ELEMENT 2A: An integrated school environmental health program

15 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
2A1	✓ Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.	2 pts.	2
2A2	✓ Our school has a comprehensive indoor air quality management program that is consistent with EPA's indoor air Quality (IAQ) Tools for Schools.	1.5 pts.	1.5
2A2	✓ Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality)	1.5 pts.	1.5
2A2	✓ Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.	1 pt.	1
2A2	✓ Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.	1 pt.	0
2A2	✓ Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.	1 pt.	1
2A2	✓ Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.	1 pt.	1
2A2	✓ Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.	1 pt.	1
2A2	✓ Our school's indoor relative humidity is maintained below 60%.	1 pt.	0
2A2	✓ Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.	1 pt.	1
2A2	✓ Our school prohibits smoking on campus and in public school buses.	1 pt.	1
2A2	✓ All of the ground contact classrooms at our school have been tested for radon within the last 24 months.	2 pts.	0

TOTAL POINTS

11

ELEMENT 2B: High standards of nutrition, fitness, and quantity of quality outdoor time. 15 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
2B1	✓ Our school participates in the USDA's Healthier School Challenge or another nutrition recognition program.	2 pts.	0
2B1	✓ Our school participates in a Farm to School program or other program to utilize local food in our cafeteria	1 pt.	0
2B1	✓ Our school partners with local food growers to supply produce.	1 pt.	0
2B1	✓ Our school has an onsite food garden.	1 pt.	0
2B1	✓ Our school garden supplies food for our cafeteria.	1 pt.	0
2B1	✓ Our students spent an average of 120 minutes per week over the past year in school supervised physical education.	2 pts.	2
2B1	✓ At least 50% of our students' annual physical education takes place outdoors.	1 pt.	1
2B1	✓ At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).	1 pt.	0
2B2	What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?	1 pt.	1
2B3	Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety.	Up to 4 pts.	2.5

TOTAL POINTS

6.5

SCHOOL NAME:

ELEMENT 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems

20 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
3A1	Is your school district's curriculum aligned to the Pennsylvania Environmental and Ecology standards?	Yes = 6 pts.	6
3A2	✓ Environmental and sustainability concepts are integrated throughout the curriculum.	4 pts.	4
3A2	✓ Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.	5 pts.	5
3A2	✓ Professional development opportunities in environmental and sustainability education are provided for all teachers.	5 pts.	5

TOTAL POINTS

Possible = 20 pts.

20

ELEMENT 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

5 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
3B1	Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?	Yes with explanation = Up to 2 pts.	2
3B2	Since green/sustainable concepts cross curriculum areas, where within the following standards content are they being taught, at what grade levels and what main resources are being used?	1 pt. (need to have at least 3 standard areas)	1
3B3	Does your school have a STEM curriculum and/or coordinator?	Yes with explanation = Up to 1 pt.	1
3B4	Has the school's use of green building materials, alternative or renewable energy sources or green technologies, been incorporated into the curriculum and/or utilized by teachers and students in the classroom?	Yes with explanation = Up to 1 pt.	1

TOTAL POINTS

Possible = 5 pts.

5

ELEMENT 3C: Development and application of civic engagement knowledge and skills 10 points

NUMBER	QUESTION	SCORING	ACTUAL POINTS
3C1	Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?	Yes = 2 pts. Not at all grade levels = 1 pt.	2
3C2	Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?	Yes = 2 pts. Not at all grade levels = 1 pt.	2
3C3	Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships.	Up to 3 pts.	2
3C4	Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate.	Up to 3 pts.	2

TOTAL POINTS

Possible = 10 pts.

8